

## University of Groningen

### Learning to teach in elementary education

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## Learning to teach in elementary education

### Propositions

1. Developmentally appropriate coaching does considerably add to the teaching quality of student teachers (chapter 4, 5 & 6).
2. Including relevant scientific theory into developmentally appropriate coaching doubles the teaching quality of student teachers (chapter 4, 5 & 7).
3. Current coaching of students learning to teach in elementary education barely improves their teaching skills (chapter 4, 5 & 7).
4. No 'lesson preparation template' is effective unless it supports both student teacher and mentor (chapter 3).
5. Without intra-communal consensus on *what* teaching quality is and on *how* it should be observed, teacher training will never be truly effective (chapter 2).
6. Improving student teachers' teaching quality first requires insight in what their teaching quality exactly *is* (chapter 2).
7. Teacher training could definitely benefit from the available scientific knowledge on effective teaching (chapter 2 & 3).
8. Learning to teach today strongly resembles that of the time before the introduction of the Didactical Analysis model (chapter 2).
9. Academic dance training is the ultimate preparation for academic research performance.